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U.S. War Savings Staff

Schools at war, a program for action

[Washington]

[1942]

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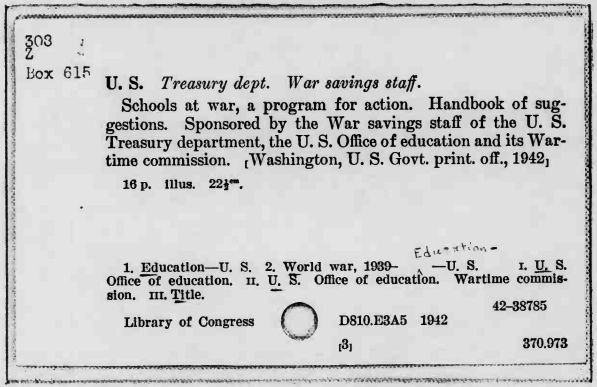

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U. S. *Treasury dept. War savings staff.*

Schools at war, a program for action. Handbook of suggestions. Sponsored by the War savings staff of the U. S. Treasury department, the U. S. Office of education and its Wartime commission. [Washington, U. S. Govt. print. off., 1942]

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Schools AT WAR

A PROGRAM FOR ACTION

HANDBOOK OF SUGGESTIONS

Sponsored by

The War Savings Staff of the U. S. Treasury Department,

The U. S. Office of Education and its Wartime Commission

Schools AT WAR

A PROGRAM FOR ACTION

HANDBOOK OF SUGGESTIONS

★ Sponsored by ★

The War Savings Staff of the U. S. Treasury Department,

The U. S. Office of Education and its Wartime Commission

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Box 5

Famous Independence Hall, Philadelphia, whose hallowed walls provide the "Liberty Brick" awards.

2/26/43 V e. 188

SPONSORSHIP

The SCHOOLS AT WAR Program is sponsored jointly by the War Savings Staff of the Treasury Department, the U. S. Office of Education and its Wartime Commission. State and local school authorities and teachers will organize and direct the program in the schools under their supervision. The state and local committees of the War Savings Staff will give assistance to the schools wherever possible, and will supply information and materials—this Handbook, the SCHOOLS AT WAR Scrapbook and a special poster. Upon the school administrators, teachers, students and parent organizations rests the main responsibility for making the SCHOOLS AT WAR Program a success.

Messages about the Program from the heads of sponsoring agencies follow:

Henry Morgenthau, Jr., *Secretary of the Treasury*

"War is costly, but freedom is priceless. To deserve freedom, we must fight to keep it. Freedom is a thousand times worth all the money, all the effort, all the sacrifices that we must put into the struggle to win it. I know that the United States can count on its 30,000,000 young Americans, to whom an unshackled future is particularly important, to enlist 100 per cent in our fight for freedom—by buying War Savings Stamps and Bonds whenever they can and by doing every other thing that a boy or girl can do to speed the day of victory. By participating fully in this SCHOOLS AT WAR Program, they can tell the world: 'WE ARE READY—ready for war, ready for victory and ready for peace.'"

John W. Studebaker, *United States Commissioner of Education and Chairman of the Office of Education's Wartime Commission*

"This is a program of ACTION. Its watchwords are SAVE! SERVE! CONSERVE! No blind, unreasoning obedience is asked of the schools—of officials, teachers, pupils. Rather your Government seeks willing co-operation based on understanding and motivated by devotion to God and country, to freedom and humanity. So get in the scrap, buy Stamps to stamp out tyranny, work with a will to win this war for the survival of everything free men hold dear. Contribute your share toward victory."

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THE SCHOOLS AT WAR PROGRAM

A SALUTE!

A salute to the schools of America for the magnificent job they have done in mobilizing their students, their teachers and their communities for wartime service!

Their War Savings Programs—emphasizing reasoned, voluntary and regular purchase of War Stamps and Bonds—have diverted millions of dollars from unnecessary spending into vital production for our armed forces.

Their classrooms and shops have trained approximately 2,635,000 workers for war industries since July 1, 1940.

Their teachers, students and parent organizations have registered our man power for war and have put the gigantic war-rationing system into operation throughout the country.

They have become more than ever community centers for learning, for specialized training, for discussion, music, entertainment, and for service.

America's schools have gone to war—but they have not forsaken their main business: teaching and learning. They realize that the time has come to take action that insures the right of free education to exist.

THE SCHOOLS AT WAR PROGRAM

Recognizing the value of the many school war services already started, the SCHOOLS AT WAR Program aims to do three things:

1. To encourage each school to serve the war effort further by developing a closely co-ordinated program of the war activities best suited to its community's needs and resources.
2. To make the American public see and appreciate the great variety, scope and value of school war services through a series of local and state exhibits, ending with a national exhibition of AMERICA'S SCHOOLS AT WAR.
3. To give recognition through special awards to all the schools that enlist in the SCHOOLS AT WAR PROGRAM (see pages 8 and 9).

TOTAL WAR AND THE SCHOOLS

Ever since this war began, schools have undertaken one war activity after another. Eager to serve, they have sometimes tried to do too much. In some cases, the entire school has been involved without having time to develop a comprehensive program that would embrace all civilian services in wartime. In others, small groups of students have undertaken limited and specialized projects which have been useful in themselves, but have not made the students aware of their full responsibilities as citizens in this total war. To have educational value, a war activity must be performed steadily and with full understanding of its relationship to the other services that citizens perform.

Co-ordinating war activities into one unified, educationally sound program that emphasizes *learning by doing* is the most effective, efficient and timesaving way in which the schools can play a significant role in total war. Selecting those services best suited to the school and community will create a more satisfying and significant program.

The War Savings Program is an excellent example of a war activity that is naturally related to nearly all the others.

The boy and girl who buy War Stamps once a week or oftener at school should learn what their savings mean—to themselves as well as to their country. They should be taught to see that regular saving through War Stamps and Bonds is the responsibility of every citizen, young and old—and that the need for money is part of every phase of the war effort and every plan for peace.

To realize the importance of regular investment in War Stamps and Bonds, they need to know why it is necessary for citizens in wartime to save and not spend, to conserve and not waste, to serve and not be idle. They should make it a habit to buy War Stamps with the money they *should not* spend on luxuries and nonessentials and the money they *cannot* spend on extra gasoline, tires, sweets, automobiles, golf and tennis balls, skates and other items made scarce by the war. They should, as a matter of course, put at least 10 per cent of any money they earn—much more if they don't actually need it—into War Stamps and, when they have enough, turn in their Stamps for War Bonds. They should learn *how* to save, *why* to save and *on what* to save. They should know where, how and why their money is needed—and they should feel pride when they learn what their dimes and dollars have bought.

HOW THE SCHOOLS AT WAR PROGRAM WORKS

★ Every primary, elementary and secondary school—public, private and parochial—in the United States and its territories is urged to enlist in this SCHOOLS AT WAR Program and win the Treasury awards (see pages 8 and 9) for itself and for its state.

★ A school may enlist by filling out and returning the self-addressed post card that came with the SCHOOLS AT WAR Scrapbook. If any school fails to receive a card and Scrapbook, the principal may obtain them by writing to the State Administrator, War Savings Staff (names and addresses on pages 15 and 16). Only one Scrapbook is available for each school. This Handbook is available for every teacher.

★ A school can take part in the SCHOOLS AT WAR Program by intensifying and co-ordinating its war activities according to community needs and resources, by making a Scrapbook report to the nation on its war program, and by joining other schools in the community in a SCHOOLS AT WAR Exhibit, to show the public what the schools have done.

★ To win the Treasury's special Certificate of Service, each school is required to make a written, pictorial and statistical report (see page 14) of its War Savings Program and other war activities in the Scrapbook provided by the War Savings Staff. All Scrapbooks are to be completed by January 7, 1943. This day has been selected to give all schools the opportunity of following the President's annual report on "the state of the Union" with their own report to the nation.

★ Local SCHOOLS AT WAR Exhibits ought to be held in every community in plenty of time to allow preparation for the state exhibits. They can be planned and supervised by the school authorities with the help of local War Savings Committees. The State Education Chairman of the War Savings Staff will want to know about each local exhibit—how many schools took part, size of attendance, number of War Stamps and Bonds sold by the participating schools since September, 1942, and types of activities demonstrated. The exhibit should include the SCHOOLS AT WAR Scrapbooks of all participating schools; displays and student demonstrations of war activity; pictures, graphs or other visual records of the number of Stamps and Bonds sold by the school. A War Stamp booth would add to the interest of the exhibit, and it would be a good idea to require each visitor to the exhibit to buy a Stamp of any denomination instead of a ticket of admission—and keep the Stamp.

★ State SCHOOLS AT WAR Exhibits, to be held in the capital or some other central city of each state on or near Washington's Birthday, will give the public an exciting and complete picture of school war services throughout the state. It is expected that they will be organized under the sponsorship of the chief state school officers with the co-operation of the state War Savings Staffs. Scrapbooks and the best displays from each local exhibit will make up the state exhibit. Each community will select and send its own display to the state exhibition. Special programs of music, speeches and student demonstrations will be held at the discretion of the educational authorities. As a climax, the governor, as honorary chairman of the state War Savings Committee, will present the "Liberty Brick" award to the schools of his state in recognition of their patriotic services.

★ AMERICA'S SCHOOLS AT WAR—a giant national exhibition to be held in Washington, Philadelphia or some other large city, is being planned to close the formal SCHOOLS AT WAR Program. If possible, this exhibit will be taken on a tour of key cities in the spring. Planned and supervised by the War Savings Staff, the Office of Education and the Wartime Commission, it will present a vivid panorama of what students, teachers and parents are doing for victory through American schools. It will include the best displays and the best Scrapbooks from each state exhibit, daily programs of entertainment, featuring demonstrations of all types of student war work, dramatic programs and pageants, school and military bands, parades, national celebrities, mass singing, and so on. If possible, a parade of jeeps will represent the military equipment paid for by student purchases of War Savings Stamps and Bonds. In each jeep will ride a boy or a girl representing one of the states that has enlisted in the SCHOOLS AT WAR Program. In wartime it is neither possible nor desirable to transport large numbers of children to an exhibition of this type, but it is both possible and desirable to bring together under one roof exhibits from every state that will show the public, as nothing else could, how many and how valuable are the wartime services of our schools.

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THE CERTIFICATE OF SERVICE

Every school that enters the SCHOOLS AT WAR Program and submits a Scrapbook report on its war activities will receive a Certificate of Service, signed by the Secretary of the Treasury—*if* its program includes sales and an educational system for stimulating the regular voluntary purchase of War Stamps and Bonds by students and teachers.

Certificates of Service will be awarded by each state War Savings Staff after the Scrapbooks have been displayed at the state SCHOOLS AT WAR Exhibit. The Scrapbooks themselves will become the property of the War Savings Staff, and cannot be returned. The best ideas will be selected from them and publicized nationally for the benefit of all schools.

THE "LIBERTY BRICK"

To every state, territory and the District of Columbia where the schools enlist in the SCHOOLS AT WAR Program and hold a state exhibit, the War Savings Staff of the U. S. Treasury Department will present a tangible symbol of the freedom we are fighting to preserve. This symbol will be an original brick from historic Independence Hall in Philadelphia. Each brick will be enclosed in a handsome, electrically lighted display case that contains also a colored bas-relief of Independence Hall designed by Allen Saalburg at the request of the *Ladies' Home Journal*, which is providing the case.

During recent restoration work on Independence Hall, Editors of the *Ladies' Home Journal*, 59-year-old neighbor on Independence Square, noticed some 206-year-old original bricks had been removed from the historic building. Because of their worn condition, the bricks were no longer safe for construction use. Recognizing their historic significance, however, the Editors asked permission from the City of Philadelphia to preserve them, with the thought of presenting them to the school children of America. The Philadelphia authorities sanctioned this patriotic project after definitely establishing from city records that these very bricks were a portion of the original building material, handmade and imported from England for the old Pennsylvania State House.

The Editors then suggested to the Treasury Department

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that the "Liberty Bricks" might inspire the school children of America to help promote our national War Savings program, and offered to mount each brick in a case suitable for preservation and display. Fifty-two of the weathered foundation stones of Liberty have been saved with the idea in mind that each state and territory should have this perpetual reminder of our hall of freedom.

The "Liberty Bricks," in cases befitting their antiquity and historic significance, were presented by the *Ladies' Home Journal* to a patriotic sponsoring committee of Philadelphia citizens. Mayor Bernard Samuel, of Philadelphia, is chairman. The members include Judge Edwin O. Lewis, president of the Independence Hall Association, Inc., and president of the Pennsylvania Society of Sons of the Revolution; Mrs. Walter D. Larzelere, regent of the Philadelphia Chapter of the Daughters of the American Revolution; Mrs. Stacy B. Lloyd, president of the Pennsylvania Society of the National Colonial Dames of America; Col. William Ennis Forbes, lieutenant governor of the Society of the Colonial Wars; Mrs. Bruce Gould, co-editor of the *Ladies' Home Journal;* and Mr. Raymond Pitcairn, a Philadelphia historian. The entire collection is being presented to the Treasury Department at the launching ceremonies of the SCHOOLS AT WAR Program.

Each "Liberty Brick" is a tangible reminder of all that has gone into the building of America. American democracy got its form and substance in Independence Hall—which was built to be the first State House of the Province of Pennsylvania. From the State House steeple, the Liberty Bell first rang to "proclaim liberty throughout all the land." In the high-ceilinged, paneled assembly chamber the Continental Congress met for the first time; signed the Declaration of Independence; struggled to raise money for our first war for freedom, and received the glad news of Cornwallis' surrender at Yorktown. There, also, the Federal Convention in 1787 drew up, debated and finally adopted the Constitution of the United States. This is the story these "Liberty Bricks" could tell.

At each state exhibit the governor, as honorary chairman of the State War Savings Committee, will be asked to present the "Liberty Brick" to the schools of the state in recognition of their war services. After a tour of the schools in the state, the "Liberty Brick" award will be returned to the state capital for permanent display.

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"SAVE, SERVE, CONSERVE"

3 CITIZENS' COMMANDS

A SCHOOLS AT WAR Program can represent the whole school and at the same time reflect the wartime needs, resources and responsibilities of the community. It can give every student and every student organization a war service to perform faithfully and on their own responsibility. It should include only as many activities as the students can perform well. A regular method can be devised for informing the whole school about what the various groups are doing—through the school paper, bulletin-board displays, assemblies, mock radio broadcasts, plays, pageants, and so on.

One way to start would be to have a special War Committee, or an informal conference of faculty representatives and student leaders, draw up a tentative program of the war services to be performed by the school. Successful activities already in existence can be made the core around which to build the war program for 1942–43. New activities can be added as desired. Perhaps it will be decided to drop some of last term's less successful activities and concentrate on a few that can be done superlatively well. The entire student body should be given an opportunity to suggest activities, and to approve those selected by the smaller group.

The SCHOOLS AT WAR Program should emphasize the three broad responsibilities that fall on citizens in wartime—to SAVE, to SERVE, to CONSERVE. These responsibilities suggest a great variety of student activities, some of which are listed on pages 12 and 13. Schools participating in the SCHOOLS AT WAR Program may choose any activities on this list or any others they can think of—but they should include at least one to SAVE, one to SERVE and one to CONSERVE.

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A 3-FOLD ACTIVITY

The War Savings Program, which is a required activity for those schools that want to earn the Treasury Department's special Certificate of Service, involves all three of these citizen responsibilities. When we buy a War Stamp or Bond, we *serve* our country by putting our money to work for Victory, we *conserve* money and materials for the war effort by not spending, and we *save* for our own personal security.

The students in charge of the school's War Savings Program can find many ways to link War Stamps and Bonds with other activities. Buying a Stamp instead of a ticket of admission can be required of persons attending plays, dances, games and the SCHOOLS AT WAR Exhibit. Stamps and Bonds can be the prizes in poster, essay, news story, song, money-earning and other contests. Stamps make excellent favors, corsages and other gifts. Students can be encouraged to earn money to buy Stamps and Bonds by collecting junk, doing odd jobs, and so on. They can learn to make a habit of practicing small economies and savings so they can buy Stamps.

At the same time, the student committee should place special emphasis on the importance—to our country and to ourselves—of investing in War Stamps and Bonds regularly, "as regularly as the soldier goes on guard or the sailor stands watch." But overenthusiastic student salesmen should not be permitted to high-pressure others into buying or to threaten and ridicule those who cannot afford to invest in Stamps as often as they might like. If students fully understand the reality of the present threat to our national welfare and their personal liberty, they will be ready of their own free will to make any reasonable sacrifice to buy War Bonds and Stamps.

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WHAT YOUR SCHOOL CAN DO

★ Although they represent only a few of the ways in which schools can serve, the following activity suggestions, grouped under the three citizens' commands, may be helpful to schools enlisting in the SCHOOLS AT WAR Program:

SAVE money to buy War Savings Stamps and Bonds regularly.

ACTIVITY EXAMPLES: Student War Savings Committee; Stamp booth; buying a jeep or other military equipment; contest for best scheme to earn money for Stamps; quiz programs; War Savings poster making; War Stamp admissions to school events; War Bond scholarship fund raised by students; essay contest; classroom project on student plans for saving now and spending after the war; assemblies and plays on reasons for buying Bonds and Stamps.

SERVE your school, community and nation by—

TRAINING—in first aid, home and farm accident prevention, nutrition, canteen and school lunchroom service, water safety and lifesaving, marksmanship, aviation, radio and telegraphic communication, map making and reading, auxiliary police and fire-fighting duty, enemy plane spotting, physical education, and so on.

MAKING—airplane models for Army, Navy and Aircraft Warning Service; clothes, sweaters, surgical dressings; posters and signs for school and community war campaigns; regular news reports on school war services to school and community newspapers; Stamp booths and display booths for schools and war exhibits.

VOLUNTEERING—for Child Care Center to help working mothers; Junior Red Cross; USO service; Civilian Defense activities; messenger, clerical and any other needed services for War Savings Staffs and other war agencies in the community; farm work, and so on.

CONSERVE all kinds of materials, service and money by—

COLLECTING—scrap rubber, paper, copper, tin and other waste materials needed for war production; sell it to earn money to buy War Stamps.

REPAIRING AND USING—old clothes, shoes, athletic equipment, furniture, and so on. A group of home-economics and manual-training students could set up a repair clinic to perform minor repairs in return for money to buy War Stamps; they could also teach other students how proper care can make their things last longer.

WASTING NOTHING—Preserve Victory Garden foods; use leftovers of all kinds; collect and sell fat drippings to butcher for money to buy War Stamps; save on paper, paper clips, light and heat.

BUYING WISELY—Make a budget for spending and saving; buy nothing not actually needed.

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REPORT TO THE NATION

When finished, the SCHOOLS AT WAR Scrapbook should present a bird's-eye view of the school's war program with close-ups of the best features—a carefully arranged account of the school's war activities.

1. Describe the War Savings Program. Tell how it is organized, how many students and teachers have taken part, how parents have helped, and what the results have been in sales and percentage of student participation. Describe the best selling device—a goal of $900, enough to buy a jeep, could be set for the school, and announcements made as Stamps are bought to pay for each part of the machine. Describe the best individual or group scheme to earn money for Stamps. Outline ways in which War Savings was related to various subjects in the curriculum, such as social studies, mathematics, home economics, English, art, manual training, and so on.

2. Write a brief report telling what your SCHOOLS AT WAR plan is; how it started; what activities it includes; how many students, parents and teachers have shared in it; what connection it has, if any, with the War Savings Program; whether it will continue for the duration.

3. Actual samples of the best student work done in connection with the activity. Paste in the best poster, cartoon, news story, photograph, essay, play, radio script or assembly-program outline. Include only the best work. Label all items. Do not make the Scrapbook too bulky.

4. Pictures, newspaper clippings (put several into a small Manila envelope pasted to a page), charts, statistics, and so on, to illustrate your report. Be sure to label each item.

5. Samples of publicity. News stories, features, cartoons, pictures in school and local papers (perhaps an entire edition of a high-school paper could be given over to news of the displays), radio programs, and so on.

The Scrapbook is the school's Report to the Nation. Make it neat and easy to read. Typewrite if possible. Have art students, or others qualified, prepare a dummy layout before preparing the Scrapbook. Do not prepare it too far ahead of the January 7 deadline, but collect materials for it from the start.

Make the Scrapbook clear, concise, interesting and representative of the best that has been done in the school. The Scrapbook should be prepared by students—with teacher advice. It should show the resourcefulness, skills, activities and the will to win of every student enlisted in the SCHOOLS AT WAR Program.

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S. Albert Phillips
510 Republic Bldg.
Louisville, Kentucky

KENTUCKY (Eastern)
Ben Williamson, Jr.
808 Second Nat'l Bank Bldg.
Ashland, Kentucky

LOUISIANA
Paul H. Maloney
512 Pan American Bldg.
(Camp & Poydras Streets)
New Orleans, Louisiana

MAINE
Clinton A. Clauson
Federal Building
Augusta, Maine

MARYLAND
Walter N. Ruth
601 Maryland Trust Bldg.
Baltimore, Maryland

MASSACHUSETTS
Daniel J. Doherty
79 Milk Street
Boston, Mass.

MICHIGAN
Giles Kavanagh
Union Guardian Bldg.
Detroit, Michigan

MINNESOTA
Arthur D. Reynolds
1517 New Post Office Bldg.
St. Paul, Minnesota

MISSISSIPPI
Eugene Fly
530 Post Office Bldg.
Jackson, Mississippi

MISSOURI
Dan M. Nee
Post Office Building
Jefferson City, Missouri

MONTANA
William H. Bartley
302 Federal Building
Great Falls, Montana

NEBRASKA
J. Francis McDermott
636 World-Herald Bldg.
Omaha, Nebraska

NEVADA
Robert L. Douglass
302 Byington Building
Reno, Nevada

NEW HAMPSHIRE
C. Edward Roth
62 Stark Street
Manchester, N. H.

NEW JERSEY
John E. Manning
Post Office Bldg.
Newark, New Jersey

NEW MEXICO
Steven P. Vidal
101 Federal Building
Albuquerque, New Mexico

NEW YORK
Nevil Ford
1270 Sixth Avenue
New York City

NORTH CAROLINA
Charles H. Robertson
Federal Building
Greensboro, North Carolina

NORTH DAKOTA
R. R. Wolfer
Neirling Block
Jamestown, North Dakota

OHIO
Roy D. Moore
693 Union Commerce Building
Cleveland, Ohio

OKLAHOMA
H. C. Jones
209 Federal Building
Oklahoma City, Okla.

OREGON
Thomas R. Conway
305 U. S. National Bank Bldg.
Portland, Oregon

PENNSYLVANIA
Benjamin Ludlow
203 South 15th Street
Philadelphia, Pa.

RHODE ISLAND
Roderick Pirnie
1812 Industrial Trust Bldg.
Providence, R. I.

SOUTH CAROLINA
William P. Bowers
U. S. Courthouse Bldg.
Columbia, South Carolina

SOUTH DAKOTA
Charles A. Christopherson
Post Office Bldg.
Sioux Falls, South Dakota

TENNESSEE
Jo Gibson, Jr.
144 U. S. Courthouse Bldg.
Nashville, Tennessee

TEXAS
Frank Scofield
Federal Building
Austin, Texas

UTAH
Charles R. Mabey
801 Continental Bank Bldg.
Salt Lake City, Utah

VERMONT
Fred C. Martin
Post Office Bldg. & Courthouse
Burlington, Vermont

VIRGINIA
Robert F. Nelson
200 North Fifth Street
Richmond, Virginia

WASHINGTON
Saul Haas
209 Federal Bldg.
Seattle, Washington

WEST VIRGINIA
F. Roy Yoke
Office of Collector of Internal Rev.
Parkersburg, West Virginia

WISCONSIN
Frank J. Kuhl
202 Federal Building
Milwaukee, Wisconsin

WYOMING
A. E. Wilde
307 Federal Building
Cheyenne, Wyoming

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